# THE EFFECT OF KWL STRATEGY ON STUDENT'S WRITING SKILL AT SMAN 5 TANJUNGPINANG

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## Abstract

*This study aims to determine the effect of using the KWL (Know, Want to know and Learned) strategy on students' writing skill at SMAN 5 Tanjungpinang. A pre-experimental design was used as the design of the study with one group of eleventh grade of SMAN 5 Tanjungpinang with 21 students as the sample of the research. A pre-test was administered at the beginning of the study and was followed by an introduction and understanding of the use of the KWL strategy in the process of students' writing personal letters as the treatment. A post-test was also administered at the end of the study. The pre and post test score then were analyzed by using SPSS 22 to find the mean score between the two scores. Then a paired sample t-test was also run to answer the research hypothesis. The statistical test analysis used on this research showed that KWL strategy is an effective strategy used to improve students' writing skills, especially to be applied to students at Tanjungpinang in this 2021, this is indicated by a significant difference in the mean scores between the mean score of pre and post-test, from 80.476 to 86.095. Thus, it answers the research hypothesis that the implementation of the KWL (Know, Want to know and Learned) strategy on students at SMAN 5 Tanjungpinang had a significant effect in improving students' writing skills.*

Kata kunci:  KWL Strategy, Personal Letter, Writing Skill

## I.  Introduction

As mentioned by Setyono, (2014) that the goal of language teaching in high school in Indonesia is indicated to the students' attainment of communicative competence, where the students are expected to master the knowledge, abilities, as well as skill for communication (Yassi & Kaharuddin, 2018), hence teaching writing as one of the communicative skill has gained much attention to the english teacher today. writing is an activity of discovery ideas, thinking about how to express, and organizing into statements and paragraphs that will be clear to a reader, yest writing is also considered as the harder one among four skills in English (Nunan, 2003), it is agreed by Brown, (2001) who gave a reason that writing is considered as a complex process of putting ideas down on paper transform thoughts into words, yet it may deal with various aspects of writing which need to be considered by the writers, such as the system of genre which required the writers to employ different structures and features according to the purpose of their writing and other systems of language which demand writers to perform the proper grammar, lining words, vocabulary usage, and many other systems according to the necessity (Aininna, 2014).

Hence, many researchers or teachers have been trying to find the proper and effective way to improve the students' writing performance. One of the effort is by providing a proper strategy such as KWL (Know, Want to know and Laerned) strategy on students' work. KWL strategy itself has been defined by Mc.Callum et al., (2016) as the cognitive writing strategy that helps students

identify the gaps in their prior knowledge and guides them through what they are reading and writing. KWL strategy is acronyms of Know, Want and Learn, it is a writing thinking strategy, focuses on the students as a learner who asks questions and thinks about the ideas (Ogle & Car, 2013). Since the KWL strategy facilitates the students to make a connection between what students already know and what they need to know about the text that they will be writing, there are three procedures that include in KWL strategy in teaching writing such as in the 'K' step the students write dwon everything that they already know about the text or topic of their writing, in the 'W' step the students write some quiestions based on their knowledge about what they will need to know about the text or topic before they start their writing, while in the ' L' step the students note what they learned from their research on the topic or genre of the text (Hurd & Tim, 2008). It means the KWL strategy facilitates the students on their writing process by using those procedures and it aim to make the students focus and think creatively to connect their ideas while writing. Therefore, the researcher conducted this research to know whether KWL strategy has any effect on students' writing skill at SMAN 5 Tanjungpinang.

## II. Research Method

### 2.1 Sampling Size
The participants on this research was selected by using purposive sampling technique. One class of 11th grade of SMAN 5 Tanjungpinang has become the selected class as sample of the research. 21 students out of 28 students were agreed to participate in this research.

### 2.2 Research Instrument
Writing assignment was used on this research as the research instrument. The students were required to write their own personal letter based on its social function, generic structures, and its language features. Then the students written performance will be graded and evaluated based on those aspects (social function/purpose, generic stuctures, language features). They were ased to write a letter related to theirs or others' recent activities during 2020 pandemic.

### 2.3 Research Procedure
This research used pre-experimental research, with one group pretest-posttest design which involved three steps (1) administering a pretest; (2) implementing the experiment treatment; and (3) administering a posttest. Thus, the group which had been selected among the population was ased to write their first writing of personal letter as the pretest. After administering the pretest, the researcher introduced the KWL strategy as the treatment and intructed the students to write their last writing by using KWL chart as the posttest. The treatment was given via online by using Google Meet and Power Point Presentation which was follow by the students and the teachers. After the treatment was done by the students, the researcher handed back the students' wor and asked them to rectify their work and submitted it via Google Classroom. There were two set of data. First, the data which analyzed based on the type errors committed by the students which focused on the standard estimation set based on the syllabus (purpose, generic structure, and language feature). Then the second data which collected from the first and the final writing of the group's score, which were processed by using SPSS software to find out the significant effect of using online written Feedback on students' writing.

## III. Findings and Discussion

### 3.1 Findings
The findings of this research showed that the KWL (now, Want to know and Learned) strategy affects students' perfomance on their pretest compared to their posttest. It can be seen from the mean score achieved by the students in pretest section is 80.476 then get improved to 86.095 where

basically, the improvement occured was really significant and improved. Moreover, it founf that the students tend to make an improvement in some aspects especially on social function of the letter and its structures, in another hand the findings show that there is no improvement or even a reduction on its language features after KWL strategy was applied as can be seen on figure below.
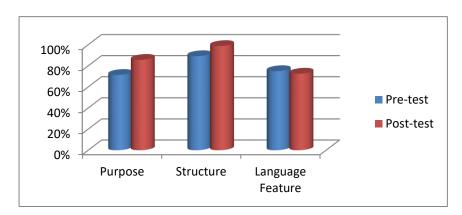


**Figure 1. The percentage of each writng components of pretest and posttest score**

Figure 1 above shows the comparison of the student's score in pre-test and post-test section. In the first section which is pre-test the students had not applied a treatment yet and the teacher also had not introduced any strategy to the students as the treatment. Meanwhile, in the second section which is post-test they had already introduce a KWL strategy to the students and they had already applied it on their writing process as the treatment. The results show that there is no improvement or even a reduction on language features of the text after the KWL strategy was applied. However, the reduction scores that occur on language features of the text is not significantly different. Hence, the students showed better skill on purpose of the text and generic structures with the increased number of score between pre-test compared to post-test. The students seemed did a better job on the structure of the text with error 1.2% only. In order to find out whether KWL strategy has significant effect on students' writing performance, a paired sample t-test was run as shown on table 3.1 below.

**Table 1. Paired Samples Test**

| | Paired Differences | | | | | Sig. (2-tailed) |
|---|---|---|---|---|---|---|
| | | | | 95% Confidence Interval of the Difference | | |
| | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | |
| Pair 1 PRETEST – POSTEST | -5,6190 | 9,8589 | 2,1514 | -10,1068 | -1,1313 | ,017 |

The researcher processed the data to know the scores of students' pre-test and post-test section and their difference. To find out the difference between the pre-test and post-test of the students after applied KWL (Know, Want to know and Learned) strategy on their writing skill. Based on paired sample t-test above, it can be seen that pair 1 has Sig.(2 tailed) 0,017 which is lower than 0,05, 0,017 < 0.05 which means Ha (alternative hypothesis) is accepted which can be concluded that there is significant effect of the use of KWL strategy on students' writing skill at SMAN 5

Tanjungpinang. Additionally, the mean of the pre and post test also show that there is an improvement on students' writing skill before and after applied the treatment.

## 3.2 Discussion

This research was trying to find out whether there is any significant effect of using KWL strategy on students' writing skill at SMA Negeri 5 Tanjungpinang in academic year of 2020-2021. The researcher had conducted the research and gave pre-test and post-test in one class based on the research design, after that the researcher introduced the KWL strategy as the treatment which used by the students on their post-test section. The result of their pre and post-test shows that the t-count is greater than the t-table. It means that the alternative hypothesis (Ha) is accepted and the null (Ho) is rejected which also answered the question on this research that actually there is significant effect in the use of KWL strategy on students' writing at SMAN 5 Tanjungpinang.

After doing the research, it can be stated that KWL strategy can improve and give effect to students in writing process. The students' score was getting better from the first and the second test sections. It was proven by the students' mean score which increase in the post-test section. It indicated that the improvement of the students' writing skill in personal letter text through KWL strategy was significant. As found on the previous study Herlina, et.al (2013) the significant improvement showed on students' organization, content, language use, vocabulary, and mechanic. By using KWL strategy the students can identify the purpose, generic stuctures, thingking the specific information and understanding vocabularies or language features in writing personal letter text (Handayani & Jufri, 2017).

Moreover, another previous studies about KWL strategy (Herlina & Basturi, 2013; Wulandari, 2017) also found that there was a significant effect of using KWL strategy on students' writing and reading skill. That is because the KWL strategy is used to engage students in writing about what they already know about the text and they write any questions they have about the text. After they understand and learn about the text, they write what they have learned. The students also review their information to see if it needs to be revised and check to see if all their questions were answered from the lesson. In this way, students engage in the prewriting process of gathering information and use the skill of editing and revising information, when necessary (Heaton, 1988).

The effective of KWL strategy on students' writing skill in SMAN 5 Tanjungpinang may because of several factors. The KWL helps students to remember and develop their prior knowledges about a text or topic. As stated by Ibrahim in Khaira, (2015) the benefits of using the KWL strategy is to encourage the students to think about what is already known about a text and to increase students' desire to know about the text in detail. As explained before, the KWL strategy devided into three column such as K column, W column and L column. Based on these columns the students' writing process was also devided into 3 sessions. Thus, students' writing activities are more guided and controlled well.

Another factor may be because of the KWL strategy deals with the creative thinking process that is useful to activate students' prior knowledge, think in detail, and understanding concepts to write a good text in personal letter text. As stated by Mc.Callum, et al., (2016) that KWL is a coginive strategy in writing which helps students identify their prior knowledge and guides them through they are reading and writing. By using KWL strategy, students can quickly identify and understand all parts in the text such as purpose, structures and language features of the text. Moreover, KWL strategy encourages creative problems solving, and it holds information in a format that students mind will find easy to remember, review and quick to do their writing process.

From the discussion above, in the implementation of KWL (Know, Want to know and Learned) strategy on students' writing skill, it shows there is significant effect on it, it did show any improvement based on the mean score of the-pre and pos-test on the spurpose of the text and the generic structures of the text. Furthermore, it has been verified by the result of data analysis that there is significant difference before and after using KWL stratgey on students' writing skill. In short, KWL strategy was effective on students' writing skill at SMA Negeri 5 especially at eight grade students in academic year 2020-2021.

## IV. Conclusion

This research attempts to find out the effect of KWL (Know, Want to know and Learned) strategy on students' writing skill at SMAN 5 Tanjungpinang. Based on the research problem and data analysis, the result shows that there is significant difference on students' writing skill before and after using KWL strategy to the eleventh grade students of SMA Negeri 5 Tanjungpinang in academic year 2020-2021. It based on the data analysis where the result of the tcount is greater than the ttable (2.612 > 2.045). It means that the alternative hypothesis (Ha) is accepted and the null (Ho) is rejected which also answered the question on this research that actually there is significant difference in the use of KWL on students' writing skill.

Furthermore, the participants did show the improvement on their writing skill in some components of writing a letter such as purpose and language features, with the improvement such 71.4% to 85.7% total of the correct score for the purpose of the text and 89.2% to 98.8% total of the correct score in generic structures of thext which include nine parts of stuctures. Meanwhile, a degression was occured on language features of the text which the first score was 75% to 72.6%.

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